

Summer 1977

# University of San Diego Fifth Year Report to Western Association of Schools and Colleges - Summer 1977

University of San Diego

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*Dr. Puentes*  
UNIVERSITY OF SAN DIEGO

FIFTH-YEAR REPORT TO

WASC



## The College of Arts and Sciences

The College of Arts and Sciences is both historically and educationally the central core of the University of San Diego. It seeks to further the overall goals of the University by stimulating its students to search for human meanings and values in an academically sound manner.

In addition to offering over twenty quality major programs in the humanities, the social and behavioral sciences, and the physical and life sciences, the College has the instructional responsibility for the general educational curriculum common to all undergraduate students in the University. This curriculum blends a broad exposure and introduction to the different forms of knowledge with the specific and identifiable competencies which should be characteristic of any educated man or woman: the ability to think and write clearly, an informed acquaintance with the mathematical and experimental methods of the sciences, an awareness of other cultures and other times, an appreciation of the fine arts, and experience in thinking about moral and ethical problems.

Lately other colleges across the country have been hastily re-appraising their undergraduate curricula and rejecting the laissez faire systems they instituted in the 1960's. They now recognize the absence of any shared educational purpose in those systems. The College of Arts and Sciences, on the other hand, monitors a general education curriculum which was not the result of momentary popular pressures but rather the consequence of sustained thought. It asserts the value of undergraduate education not simply as a preparation for the student embarking on a career of advanced education, but also as something that makes a positive, intended difference in the lives of those who are exposed to it and, through them, in society as well.

In 1974, a unique Freshman Preceptorial Program was instituted in the College. All entering freshmen enroll in a Preceptorial, an innovative offering which accomplishes four basic goals: it provides new freshmen with a personal faculty advisor, or "Preceptor", within the academic community; it insures the entering student of at least one small seminar style class in an area of his or her special interest; it provides faculty members with an opportunity to experiment with new courses; and since the bulk of the Preceptorials deal with value questions, it assists in making operational the University's commitment to the linking of higher education with ethical and moral issues.



The College of Arts and Sciences has also developed several programs to aid students in studying contemporary problems through the contributions and methodology of converging traditional disciplines. Four geo-cultural majors-American, European, Hispanic/Latin American, and Non-Western Studies - and three other interdisciplinary options, International Relations, Environmental Studies, and Computer Science, involve faculty from a broad spectrum of academic departments both within and without the College. More such programs are currently in the planning stage.

The continuing and energetic development of the intellectually gifted and academically talented is a serious responsibility of any university. To meet this responsibility, the College of Arts and Sciences initiated in 1979 a distinctive Honors Program designed to offer students who have demonstrated high academic potential, opportunities and challenges not usually available to the average undergraduate student. The Program encompasses all of a student's career at the University, and includes Honors Preceptorials, special seminars, Colloquia, and extensive individual study, all designed to permit participants to become vigorously involved in their own intellectual development and to foster in them the habits of individual learning so important in making life's decisions.

An overwhelming majority of the College's faculty possess the doctorate, many from the nation's most prestigious institutions. Senior faculty regularly teach introductory as well as upper division courses, and the College prides itself on close interaction between students and their professors. In the evaluation of faculty, the quality of their classroom instruction has always ranked first in order of importance.

The priorities of the College of Arts and Sciences for the decade ahead center on: encouraging continuing professional growth on the part of faculty while enhancing further their talents as teachers; enriching the student population with more outstanding students who will in turn attract others and stimulate the entire academic community; and ongoing progress in the exploration and development of innovative programs, especially those with an interdisciplinary nature and those that operationalize the University's value commitment.



## SOME BASIC DATA ON THE COLLEGE OF ARTS AND SCIENCES

### Enrollment:

During the past academic year, the University of San Diego enrolled 3,772 students in all its academic programs. Nearly half or 47.2% were classified as Arts and Sciences students.

In 1978-1979, the University offered 1,132 courses in all its academic programs; 716 or 63% were offered in the College of Arts and Sciences.

### Programs:

The College of Arts and Sciences currently offers students a choice of twenty-three undergraduate major programs in which they might concentrate their studies:

American Studies	International Relations
Anthropology	Mathematics
Art	Music
Behavioral Sciences	Non-Western Studies
Biology	Philosophy
Chemistry	Physics
Diversified Liberal Arts	Political Science
English	Psychology
European Studies	Religious Studies
French	Sociology
History	Spanish
Hispanic/Latin American Studies	

The College of Arts and Sciences offers Master's degree level programs in five fields: English, History, International Relations, Religious Education, and Spanish.

Also available are undergraduate minors in Computer Science, Environmental Studies, German, and Native American Studies.

### Class and Program Sizes

Lower division (freshmen and sophomore) classes average 26 students; upper division (junior and senior) courses average 17 students per class.

The largest undergraduate major programs, in order of size are Biology, Diversified Liberal Arts (leading to



Teacher Certification), Psychology, Political Science, History, and International Relations.

### Faculty

In 1978-1979, the College of Arts and Sciences employed 82 full time faculty members. Of that number 80% held doctoral degrees and 65% were tenured. In addition, the College employed some 35 part time faculty per semester, thus resulting in a usual overall faculty total of 115-120.

### Administration

The administration of the College of Arts and Sciences consists of the Dean, Dr. C. Joseph Pusateri, and two Assistant Deans, Drs. James W. Hottois and B. Michael Haney, along with eleven departmental chairmen.



Summer, 1977

## I. INTRODUCTION

In February, 1975, a WASC Evaluation Team and a Case Study Team visited the newly-emerged University of San Diego. On April 9, 1975, Dr. Ray Andersen addressed to President Arthur E. Hughes a letter in the name of the Senior Accrediting Commission of the Western Association of Schools and Colleges, saying, in pertinent part: "The purpose of this visit was to approach the University of San Diego as a new institution in the third year of progress toward integrating the two institutions." The two institutions referred to in Dr. Andersen's letter were the University of San Diego College for Women (first accredited by WASC in 1955) and the University of San Diego (first accredited by WASC in 1959); these two institutions were separately chartered non-profit educational corporations until their merger in the USD corporation with the College for Women was the result of a plan, approved by the American Bar Association and pending membership in the Association of American Law Schools. The College for Women and the College for Men had been increasingly merged in their consolidation (familiarly termed "merger" on campus) of the two corporations into a single University of San Diego corporation in 1974, 1975.

## UNIVERSITY OF SAN DIEGO

## FIFTH YEAR REPORT

## TO

## WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

The requested Interim Report was sent to WASC in the spring of 1976. On June 16, 1976, Dr. Ray L. Andersen wrote to Inform President Hughes that the Senior Commission had agreed to receive the progress report from the University of San Diego with commendation for a "comprehensive, thorough report," and agreed to schedule the next full visit in the fall of 1980 with a fifth-year report and visit in the fall of 1977.

Neither the Spring, 1976 Interim Report nor this Fifth Year Report is intended to be comprehensive. As requested by the Senior Commission in 1975, and by the Fifth Year Procedure, it will treat of those areas where integration of the two institutions was needed; it will respond to the recommendations of the previous evaluation; and it will summarize major changes and future plans. In order to provide a framework against which to look at the integration process and at the changes and plans, the Report will include background summaries of other areas wherever such background summaries serve to illuminate those matters which are the basic substance of the Report. Some aspects of the Spring, 1976 Interim Report will be repeated here, since the WASC visitors in October, 1977 may not be familiar with the Interim Report.

SUMMER, 1977



## FIFTH YEAR REPORT: University of San Diego

Summer, 1977

### I. INTRODUCTION

In February, 1973, a WASC Evaluation Team and a Case Study Team visited the newly-merged University of San Diego. On April 6, 1973, Dr. Kay Andersen addressed to President Author E. Hughes a letter in the name of the Senior Accrediting Commission of the Western Association of Schools and Colleges, saying, in pertinent part: "At its meeting on April 2-3, the Commission acted to accredit the University of San Diego and request a report at the end of the third year on progress toward integrating the two institutions." The "two institutions" referred to in Dr. Andersen's letter were the University of San Diego College for Women (first accredited by WASC in 1956) and the University of San Diego College for Men (first accredited by WASC in 1959); these two institutions were separately chartered non-profit educational corporations; included in the USD corporation with the College for Men was the School of Law, accredited by the American Bar Association and holding membership in the Association of American Law Schools. The College for Women and the College for Men had been increasingly involved in inter-institutional cooperation since 1967, with ever-greater reciprocity leading to legal consolidation (familarly termed "merger" on campus) of the two corporations into a single University of San Diego corporation in July, 1972.

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## II. INSTITUTIONAL MISSION

When the University of San Diego was last visited in February of 1973, it was only about six months old as a newly merged single institution, with the twenty-year history of the separate institutions contributing to its new identity. In the five years since that time, the "joint venture" approach pioneered by the merger appears increasingly feasible and successful. The Religious of the Sacred Heart, the Diocese of San Diego, and the laity have combined their resources, insights, and educational vision into a meaningful and productive venture: the independent Roman Catholic University of San Diego.

USD's efforts since the merger have been oriented towards interpreting the meaning of a Catholic institution in the post-Vatican II Church. The University's religious studies and philosophy requirements remain an integral part of the undergraduate curriculum, though in modified form; its campus ministry program has been expanded; and its efforts to develop a Catholic community have been in the spirit of ecumenism, while endeavoring to maintain a "critical mass" of those who share the Roman Catholic tradition. The value commitment of the University has been brought more clearly into focus in the years since the last visit, and efforts to "operationalize" the concern for values have been intensified. USD is increasingly clear in its commitment to the concept of human dignity and more sensitive and energetic in its attempt to ensure that the concept is known and practiced campus-wide.

The University continues to view itself along the lines of the "model" of a cluster of strong professional schools supported by and complementary to the "core" College of Arts and Sciences. Curriculum has been pruned and enriched in Arts and Sciences and in the professional schools. A School of Nursing was initiated and has grown rapidly in both size and quality. The view of the "teaching university" has been sustained, while faculty have been called upon increasingly to be productive in scholarly commitments, including research, publication, participation in professional organizations, and meaningful committee activity. There is a much broader outreach into the San Diego community than there was in early 1973.

The formal statement of the University's philosophy, mission, and goals has been modified and revised several times since the visit and comments by the 1973 evaluation team. The most recent and best refined statement appears in the current bulletin (1976-1978 Bulletin, pp. 12-14). It was drafted by one of the special Task Forces described in the 1976 Interim Report; each of these Task Forces was headed by a member of the Board of Trustees, and composed of trustees, administrators, faculty, and students. The basic published statement was approved by the Board in 1976, and appears in all University bulletins, with slight adaptations



where there is a need to emphasize undergraduate, graduate, or professional education.

### III. ACADEMIC DEVELOPMENTS

#### General Education Program :

A. As explained in the Interim Report prepared in the spring of 1976, the undergraduate general education requirements underwent revision in 1973-1974. At that time a shift was made from a rather rigid set of requirements to a distribution scheme with a relatively heavy mixture of designated core courses. The new general education curriculum thus blends the legitimate values of distribution requirements (including a broad exposure and introduction to different kinds of knowledge and greater freedom for the student in adapting his or her education to personal needs and prior preparation) with the specific and identifiable competencies which should be acquired by all educated persons. Colleges across the country are now re-appraising their undergraduate curricula. They are rejecting the "laissez faire" curricular systems instituted in the 1960's because of a pervasive sense of dissatisfaction with the absence of any shared educational purpose in those systems. The University of San Diego believes more than ever that the thrust it has chosen is appropriate for its philosophy and mission. No overall revision of the general education requirements is expected in the near future though the impact of these requirements may be enhanced by the addition of one or more individual innovations.

Two basic plans are offered each student. The bulk of each of these plans is a distribution requirement in the major areas of knowledge. Realistically, no distribution requirement will ever ensure total coverage, but it will provide needed exposure to those major areas with some flexibility in choice for the student to individualize his or her program.

Though both proposals aim at an introduction to the various forms of knowledge, they differ in several major respects. Plan I offers the familiar segmentation of knowledge into the Humanities, the Social Sciences, and the Natural Sciences. The student is required to sample broadly in each of the divisions. The goal is the greatest breadth and exposure consonant with a degree of flexibility. Plan II is more structured in that it defines distribution areas rather specifically and requires the bulk of GE in the Humanities. Thus, the proposal implies that Natural and Social Sciences are necessary but that the Humanities form the heart of a program of liberal studies. Plan II sacrifices something of breadth for a slightly more extensive exposure to selected disciplines.



Because USD is a Catholic University, religious studies has a special place in its curriculum. As a systematic, academic inquiry into faith and practice, it is indispensable to education at a university which defines its individuality, in large measure, in terms of its Catholicism. Moreover, the Judaeo-Christian view of God and man, as discovered in and interpreted from revelation, is the guiding spirit for the values of the University, and thus should be specifically incorporated into any common curriculum.

Philosophy also holds a special place in a Catholic institution, since Catholicism has traditionally emphasized reason as well as faith. Thus, the exploration of revelation should be accompanied by a complementary study of man's rational capacities and those things which can be known by reason alone. Each person has a philosophy of life, if only unconscious and haphazard, which should be made conscious and explicit.

That philosophy and religious studies should be required, separately and specifically, is, therefore, considered by USD as almost a matter of definition in a Catholic University. How much should be required is another question. Several guidelines do apply: 1) thorough familiarity with either discipline is clearly impracticable; 2) in any case, GE aims at introduction and exposure rather than expertise; 3) a sense of proportion should prevail which recognizes the special importance of these two particular disciplines; 4) consequently, an exposure to each of these areas should be at least equal to the amount of study required in any other single discipline. Plans I and II therefore require nine units in religious studies and six units in philosophy (plus Logic), of which three units must be in a course in human values.

Certain other studies are so fundamental for and generalizable to further inquiry that they must be the equipment of every educated person. In a happier past, these skills or competencies would have been acquired in secondary school. Although not strictly remedial, they are a preamble to college level education. Consequently, the entering USD student is given fair and reasonable ways to demonstrate that the skills or competencies have already been achieved, or is asked to develop them in the following courses:

1. Introduction to Mathematics or Logic (Math 5, Phil 25, or Phil 181). Each student should acquire basic reasoning skills, whether verbal or mathematical.
2. Composition (English 21). Each student should be able to express himself or herself clearly and effectively in writing.



3. Language (three semester competency).  
Each student should develop the ability to communicate in another language.

A third GE plan is offered as an alternative, at the option of the student, to Plans I or II. This contract option also has a distribution requirement, but one designed to allow the able student to design his or her own GE within guidelines. The student must work in all broad areas of knowledge, but the relative weighing offers considerable freedom for developing a unique package. The requirements of philosophy, religious studies, and composition remain the same as in Plans I and II. Even for a quite mature student, the guidance of a knowledgeable advisor will be extremely important in Plan III. A faculty review committee is thus an essential component not only as a watchdog on balance and coherence, but also as a monitor on the comparability and intellectual equivalence of contracts. It is the responsibility of the review committee to see that the contractual distribution remains a substantial academic plan and does not become an escape hatch for those who wish to avoid certain GE requirements. Very few students have actually chosen the Plan III option in the past three years.

B. Also instituted in 1974 was a Freshman Preceptorial Program. All entering freshmen enroll in a Preceptorial with a view to accomplishing four basic goals:

1. To provide entering freshmen with a personal faculty contact within the academic community.
2. To ensure that faculty advisors gain first-hand knowledge of the academic strengths and weaknesses of their advisees.
3. To assure the entering student of at least one very small class in an area of special interest.
4. To provide faculty members with an opportunity to experiment with new courses which might or might not be appropriate for incorporation into the regular curriculum.

Approximately thirty preceptorial sections are being offered during the fall semester 1977, and they cover a vast range of knowledge. The titles of the scheduled preceptorials and their course equivalents will be available to the visiting team on campus with the fall semester class schedule.

The topic of each preceptorial is selected by the instructor and



submitted to the faculty of the College of Arts and Sciences for approval. The preceptor also becomes the academic advisor for all students in his or her section for the first semester and thereafter until each student declares a major. For the student, any preceptorial chosen fulfills part of the general education distribution requirement.

After some initial trial and error, the preceptorial program has blossomed into a successful enterprise. Student response has been favorable and, on the whole, faculty who have participated have reported positively on their experience.

Operational problems are inevitable in any undertaking of this scope. The number of preceptorials required each fall is growing as freshman enrollment increases. This creates a dual concern: 1) it becomes difficult for departments to release from their regular responsibilities as many faculty as are needed for the program; and 2) the number of faculty capable of or interested in the small group interaction that is the hallmark of the program may not be as large as the number of preceptorials that must be offered. Continued diligent efforts on the part of the Dean's Office towards freeing the best of the Arts and Sciences faculty for preceptorial must be made. In the coming academic year, both the Dean and the Assistant Dean will themselves offer preceptorials, thus reducing somewhat the demands on the teaching faculty. Hopefully, at some point in the future, faculty (probably in Economics) from the School of Business may also be freed to participate. In the meantime, the program is achieving its goals without too much compromise with the pragmatic necessities.

C. A desired aim of the University is to orient the preceptorials offered more directly in line with its value concerns. Indeed, a number of sections already address themselves to such value issues.

As an upper division counterpart to the preceptorial program, and as a culmination of the student's collegiate experience at the University, the first steps are being taken toward the development of a senior level, interdisciplinary course dealing with a significant, contemporary, societal issue. It will allow students to integrate their work in a major discipline with ethical norms. A proposal will soon be forthcoming that will detail the probable content, operation, and cost of this innovation to the curriculum. Outside funding is undoubtedly required, most particularly to assist the faculty in the necessary research for preparation of their course syllabi and to make it possible for the various academic departments to free their best personnel for the enterprise.

The funding proposal should consider both the preceptorial and the planned senior interdisciplinary values course as two parts of the same



whole, each in its own way representing the University's commitment to humanizing education. These courses should help students become more alert in discovering the value issues that arise in their own lives. Thus, by asking its students to identify ethical problems, to define the issues at stake, and to reason carefully about them, the University sharpens and refines the moral perceptions of its eventual graduates.

#### College of Arts and Sciences:

The experience of the College of Arts and Sciences over the past five years has been one of gradual growth and evolution rather than drastic change. The College remains, as it was in 1973, the "central core" of the University of San Diego. Its goals remain those of the University as a whole, seeking to stimulate students to search for meaning and values within a sound academic environment.

The growth and evolution of the College of Arts and Sciences can be observed in four distinct areas: Characteristics of its Academic Community, Interdisciplinary Programs, Organizational Structures, and Program Development.

##### Characteristics of the Academic Community

The most obvious trend has been one of increasing size. In the fall of 1972, there were 391 freshmen at the University of San Diego (excluding the Law School), while in the fall of 1977 an estimated 585 freshmen will be enrolled. The results of that trend, as well as the substantial number of transfers regularly admitted, have been equally obvious in student units generated by the College of Arts and Sciences and in the number of FTE students over the past four years:

<u>Year</u>	<u>Units</u>	<u>FTE Students</u>
fall 1973	15,613	1041
fall 1974	17,418	1161
fall 1975	19,327	1289
fall 1976	21,189	1435

In recent years approximately one third of the new undergraduates entering the University in a fall semester have been transfers from two year and other four year institutions. Between 1973 and 1976 some 50% of USD's eventual graduates began their college careers at other institutions. There is some question as to whether the faculty has yet comprehended the extent of this phenomenon and taken it sufficiently into account when planning programs and curriculum.

The enlarged student body has necessitated some corresponding



increase in the number of full and part-time faculty members, especially in those departments experiencing the most rapid enrollment increases, such as Mathematics, Biology, and the Behavioral Sciences. Nevertheless, while the number of FTE students increased 35.7% between fall 1973 and fall 1976, the number of FTE faculty has risen only 8.5% to 82.7 during the same period. As a result, the student/faculty ratio in the College moved from 13.7 to a more healthy 17.1 by the fall semester 1976. In the fall semester 1977, the College will employ approximately 85 FTE faculty.

As the 1977-1978 academic year begins, two-thirds of the full-time faculty of the College have already received tenure and 69% have achieved the senior ranks of Professor and Associate Professor. However, the growth in student enrollment has been sufficient to allow new, younger faculty to be added despite the relatively high existing tenure rate. Furthermore, during the next five years a modest number of retirements will occur, freeing some additional positions. The College will emphasize appointing recently trained junior faculty who often may have already begun their careers and demonstrated their teaching excellence and scholarly productivity.

While the mission of the College should always rank classroom instruction first in its order of evaluative importance, increasing emphasis is also placed on professional development evidenced outside the classroom as well, either through formal publications or through other forms of activity directly related to the faculty member's discipline. This collateral emphasis, exemplified in the performance of many of the faculty added within the past four years as well as in the continuing meritorious productivity of a number of senior faculty, has not been introduced without a measure of accompanying tension. A few faculty have expressed the fear that undue weight has been placed upon publications as a criterion for promotion and tenure; that, in effect, the College has moved toward a "publish or perish" policy. Such has not been, and never will be, the case, and it is the intention of both the Dean and the Appointment, Reappointment, Rank, and Tenure Committee (ARRT) to dispel this misunderstanding, and to indicate that necessary professional development may well take a variety of forms.

### Interdisciplinary Programs

The interdisciplinary experience of the College of Arts and Sciences has been a somewhat mixed bag of false starts and unfulfilled hopes mingled with commendable progress in certain selected programs.

A. In 1973 the Evaluation Committee noted a promising beginning had been made in the establishment of the Department of Interdisciplinary Studies. But at the end of the 1974-1975 academic year, that Department



was disbanded and the duties of its former chairman shifted to the Assistant Dean of the College. This was a change more in allocation of administrative responsibilities than in substance since the Department never had faculty or courses of its own.

At the time of its disbanding, the Department presided over four geo-cultural majors: American, European, Hispanic/Latin American, and Non-Western Studies. After taking control, the Assistant Dean appointed a "coordinator" for each area who would have general responsibility for advising and curriculum. Both before and after the existence of the Department, however, the four Studies majors have not met with significant success. They have lacked any great measure of student acceptance and faculty enthusiasm. Considering the meagerness of both the faculty and the resources available to support these majors, the closing down of one or more is a likely expectation. Concentration should be placed instead on what the College can do well and effectively support.

B. On the brighter side, two new and generally successful interdisciplinary minor programs have been launched since the 1973 Evaluation Report, Environmental Studies and Computer Science.

The first currently involves faculty from the departments of Biology, History, and Physical Science, as well as from the Law School. The faculty participants have engaged in a substantial amount of productive research, and grant income, given the size of the laboratory, has been remarkably high. Those involved favor an eventual expansion into a graduate program, perhaps in coordination with other institutions in the area by means of a joint degree. The most critical immediate need is input from other sectors of the University community which have much to contribute toward placing environmental issues within their proper social, political, and economic framework.

In 1976 a second interdisciplinary minor was created, Computer Science, drawing courses from Mathematics and Physics. This program has been successful in at least two ways -- it has provided participating faculty with an outlet for their creative ambitions and professional competencies, and it has provided some specific marketable skills to a significant number of students.

C. Two new programs are in their infant stages. A Writing Program has been established with its first phase, making a Writing Clinic operational, beginning in the fall, 1977 semester. While not formally of an interdisciplinary nature, the Writing Program will be seeking cooperation from all segments of the College that now deal with the problem of student literacy independently and often ineffectively.

A second venture anticipated is the establishment of an Honors Program within the College. An inter-departmental committee is presently being formed that will be charged with the drafting of a



prospectus for such a program. It is expected that it will assist in attracting and retaining students of superior academic ability and faculty members committed to quality education, allow for further curriculum experimentation which could have eventual application to the College program as a whole, enhance the public image of the University as a place where superior scholarship is honored and encouraged, and aid in attracting possible funding that might not otherwise be available. The target date for the completion of the prospectus is January 1978 with program approval desired before the end of the 1977-1978 academic year. While the program will borrow ideas and approaches from other institutions and seek advice from such sources as the National Collegiate Honors Council, its final shape should be custom tailored to the USD needs and environment.

D. Insubstantial progress has been made in recent years in the creation of team-taught interdisciplinary courses. Some successful examples can be cited. The Ascent of Man preceptorial course, a Creative Process preceptorial, an upper division Environmental Studies offering, and a philosopher-physicist pairing, are among the few on record.

There has been some expression of belief that in view of the frequent difficulties of inducing sufficient student enrollment for such offerings to be financially sustainable, concentration should be placed instead on interdisciplinary programs rather than on individual courses. Admittedly, the distributional structure of the General Education curriculum poses an economic obstacle, and faculty have not been quick to generate proposals. Nevertheless, the value for students and faculty alike of such educational opportunities is so great that continued efforts will be made to stimulate additional team-taught courses. The planned upper division interdisciplinary course integrating ethics and the various disciplines previously described will represent a segment of that effort.

### Organizational Structures

A. The 1976 Interim Report described the process that created the present all-University faculty Senate. The College of Arts and Sciences elects representatives to that body, but in addition has its own Academic Assembly. The membership of the Assembly includes the Dean and all full-time faculty as well as selected other individuals. In accord with the 1967 AAUP Statement on the Governance of Colleges and Universities, the Assembly exercises "Primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."

Much of the Assembly's work is done through the vehicle of elected committees. Seven exist: Executive Committee, Committee on Undergraduate Curriculum, Committee on Graduate Studies, Committee on



Faculty Appointment, Reappointment, Rank, and Tenure, Committee on Faculty Status, Committee on Academic Affairs and Planning, and the Committee on Budget. The Assembly and committee structure has insured a large measure of faculty participation in the governance of the College. Inevitably there may have been some diseconomies in terms of rapidity of decision making, ease of innovation, and the fostering of excessive politicization, but those costs are to be preferred over undue centralization of authority.

B. On the departmental level, the structure as described in the 1976 Interim Report continues to exist. Three departments -- Behavioral Sciences, Fine Arts, and Physical Sciences/Mathematics -- house more than one discipline. For the most part coordination between the separate fields represented in these diversified departments has been at least satisfactory. Every departmental chairman is necessarily part teaching faculty and part administrator. Under the latter rubric, he or she is being asked to prepare for the Dean a "State of the Department Report" each year containing a general judgment on the departmental curriculum, its majors, faculty, past accomplishments and projections in order that overall planning for the College can more effectively be done. In addition, the practice of having several departmental programs evaluated each year by an outside consultant is being continued.

#### Program Development

At the graduate level, programs are monitored by the Dean and the Graduate Studies Committee of the Academic Assembly, with the assistance of the Director of Graduate Programs. Several Master's degree programs have recently been eliminated. The M. A. in French was deemed to be too small, and was discontinued in the spring of 1977. The M. A. in Counselling Psychology has been phased out over the past two years, not because of a lack of applications, but because the psychology faculty preferred to place more emphasis on undergraduate education. Another small graduate program, the M. A. in Spanish, was examined during 1976-1977, and retained as important to this geographical region and to the School of Education's bi-lingual/cross-cultural emphasis. The history department is currently reviewing its scope of graduate offerings, and hopes in the fall of 1977 to reduce its overexpanded graduate curriculum to one specializing basically in U. S. history, with some options for courses dealing with the other hemispheres. One recently approved option in history is in the field of Historic Preservation, where employment is available and present history/archeology faculty have the background to provide emphases within existing courses.

In 1977 a Master of Religious Education degree was established. It directs itself to those who are or who will be engaged in the educational ministries of the Christian churches, and aims at the preparation of qualified personnel in the various areas of those ministries. The program requires 16 units in catechetics and 18 units in religious studies with specializations in four possible areas: administration of religious educa-



tion programs, classroom teaching, adult education, and youth ministry. Three other specializations -- ministry for the elderly, bilingual/cross-cultural Spanish-English, and special education -- will be developed later.

Several expansions of the undergraduate curriculum have already been described in the section on interdisciplinary programs. In addition to these, an undergraduate major in anthropology was implemented at the beginning of the 1976-1977 academic year, though the program had been approved in principle some years before. The primary objectives of the major are to call attention to the concept of culture and the part it plays in the analysis of human behavior, and to add a transcultural perspective to the body of scientific inquiry. It prepares the interested undergraduate for future post-baccalaureate studies, and it provides a general background for all humanistically oriented vocations. It requires 33 units of course work, 24 at the upper division level. At this time the number of majors is still relatively small.

Also implemented in 1976 was an interdisciplinary Behavioral Sciences major, drawing courses from Anthropology, Psychology, and Sociology. The major allows a general focus or a focus in one of the three supporting disciplines. The program is seen as a preparation for careers such as community relations officer, recreation worker, urban planner, personnel administrator, education, or technical writer. It was expected to service students who have transferred from junior colleges, several of which have lower division programs of this nature, and students seeking a single subject teaching credential in Social Science. Our limited experience to date, however, has been that relatively few students have chosen this major.

#### Overall Goals

In summary, during the next five years the College of Arts and Sciences will work toward the achievement of the following goals:

1. Faculty Priorities -- greater professional growth as evidenced by activities and accomplishments outside the classroom, and an enhancement of the talents, interests, and competencies of the faculty in their role as teachers.
2. Student Priorities -- continued concentration on the achievement of a marked degree of excellence in undergraduate education with a special emphasis upon enriching the student populations with outstanding students who will in turn attract others and stimulate the whole academic community to greater efforts.
3. Curricular Priorities -- closer integration of the University's value orientation with the curriculum, and further



progress in the exploration and development of innovative programs, especially of an interdisciplinary nature, whenever they offer real promise and the necessary resources to support them properly are available or can be attracted.

#### School of Business Administration:

The School of Business Administration continues the rapid growth it has experienced since the 1973 WASC visit. Enrollment increased slightly more than 20% in the fall of 1976 and a similar expansion is expected in the fall of 1977. The full-time faculty will total 17 for the academic year 1977-1978, as compared to about six in 1972-1973. There has been a substantial increase in course offerings, including the inauguration of an MBA program in 1974. All of the business courses required for both the Bachelor of Business Administration and Master of Business Administration degrees are now offered in the evening as well as during the daytime. A specialist in Executive Management has been appointed, and it is expected that a full advanced management program will be offered in the 1977-1978 academic year. The research activity of the faculty has steadily increased and five members of the faculty presented papers at national meetings in the summer of 1977.

Since January of 1973, substantial progress has been made in building library holdings; currently the School has 43% of the core collection specified by the Baker Library of the Harvard Business School. Over the next three years this will be increased to 60% which would include all of the core collection relevant for the programs of the business school.

In the fall of 1977, papers to begin the American Assembly of Collegiate Schools of Business (AACSB) accreditation process are being filed. This professional accreditation process should be completed by April of 1979.

#### School of Education:

##### Programs

In February 1973, when the WASC Evaluation Team last visited the University of San Diego, the School of Education offered Masters' Programs in Elementary Education, Secondary Education, Special Education, Counselor Education, Educational Psychology, and the Master of Arts in Teaching. Credential programs under the Fisher Law prepared candidates for the Standard Elementary and Standard Secondary Teaching Credentials, the Restricted Credential in Special Education, as well as the Pupil Personnel Services and School Librarian Credentials. The impact of the Ryan Law on credential programs had not yet been felt.



One of the major aspects of the Ryan Law was the issuance of credentials "twelfth grade and below" rather than for the Elementary and Secondary grade levels. The University of San Diego's Multiple Subject and Single Subject Credential programs were completed during the fall semester of the 1973-1974 academic year and submitted to the Commission for Teacher Preparation and Licensing in January 1974. In keeping with the spirit of the Ryan Law, the Masters' programs previously titled "Elementary" and "Secondary" Education were merged and renamed "Curriculum and Instruction."

The new program is sufficiently flexible to allow each student to plan a highly individualized program emphasizing those competencies especially suited to his or her career goals. The emphasis offered by USD in Bilingual/Cross Cultural Education, for example, may be accomplished within the framework of the Curriculum and Instruction program. The merger of these programs resulted, moreover, in a more efficient use of the University's resources by eliminating or reducing duplications inherent in the previous division of teacher preparation on the basis of grade levels rather than competencies.

As the Commission finalized guidelines for Ryan credential programs in Special Education and in Counselor Education, those programs were developed, submitted, and approved. The School of Education has decided not to offer a program for the preparation of School Librarians under the Ryan Law. A few courses in Library Science nevertheless are offered as electives in the College of Arts and Sciences.

In May 1975, the Faculty Senate approved additional courses in Educational Administration. A Master's program in Educational Administration was begun in January of 1977. The Ryan Administrative Services Credential program is being developed and will be submitted to the Commission for approval in fall, 1977.

The Master's Degree program in Religious Education, projected in 1973, was inaugurated in June 1977 as a separate program within the Department of Religious Studies, College of Arts and Sciences.

#### Faculty

Since 1973, there have been several changes on the faculty of the School of Education. For personal reasons, completely unrelated to the University, two faculty members left at the conclusion of the 1972-1973 academic year. A dean and two faculty members were selected to begin their appointments in fall, 1973. The following academic year (1974-1975), another faculty member was appointed to assist in the rapidly growing Counselor Education program.

During the 1975-1976 academic year, two vacancies occurred. These two positions were filled in Fall 1976 with a new faculty person



in Curriculum and Instruction and another for the new program in Educational Administration.

An additional appointee in Curriculum and Instruction joins the faculty in Fall 1977, bringing to ten the total full-time faculty, including the dean, an increase of three full-time faculty positions. All full-time faculty hold earned doctorates.

The specializations of faculty in 1973 and in 1977 are indicated below:

Feb. 1973	Sept. 1977
Secondary Education	Cur. & Inst. (Hist. Foundations, Bilingual Ed.)
Ed. Psych., Elementary Ed.	Cur. & Inst. (Gen. Methods, Reading)
Ed. Psychology	Cur. & Inst. (Math/Science Methods, Psych. Found.)
Spec. Ed. (Acting Dean)	Special Education
Special Education	Special Education
Counselor Education	Counselor Education
	Counselor Education
	Educational Administration (Dean)
	Educational Administration

As a result of the above changes, the faculty profile reflects less duplication, greater breadth, and better balance than was possible through merger alone.

#### External Degree Program

The 1973 WASC evaluation committee raised questions about the External Degree Programs in El Centro, Oceanside, and Escondido relative to the requirements for the degree, the coordination of curriculum, library support, advising and other non-classroom faculty contacts.

The School of Education has since phased out the program in North County (Oceanside and Escondido). Several faculty had indicated that many of the students in North County seemed reluctant to perform at the same level as graduate students on campus. It was felt that serious students in North County could travel the forty miles necessary to attend class on campus without great inconvenience.

The program in El Centro, however, has been retained. The coordination and scheduling of classes there have been regularized. USD's



regular faculty drive to El Centro to teach the courses, and they believe that the students in El Centro are among our most serious graduate students. They seem to appreciate fully the opportunity for continued professional growth that the external degree program offers, and they are willing to undertake whatever additional work may be necessary to maintain its high quality.

Officials at Imperial Valley College have made its library and audio-visual equipment available to our faculty and students. Faculty supplement the materials available at the college and at school district offices with materials brought from the University of San Diego. In addition, several courses regularly require one session on campus to acquaint the students with the University's library resources. Many of the students in the program take at least some of their courses on campus, usually during the summer.

Students in the El Centro program actually have more opportunity for out-of-class contact with faculty than they would have if they attended class on campus. They may arrange to meet with faculty for advisement before class on Friday or after class on Saturday. They may also schedule appointments on campus if they prefer.

The External Degree program in El Centro is a valued service to the profession. The alternatives would be either to deny teachers and other educators in Imperial Valley the opportunity for high-quality graduate level professional coursework or to require them to travel 240 miles each week to attend class on campus. It would be extremely difficult for them to do this for an entire master's degree program since they are employed in full-time teaching positions. In view of recent increases in the cost of gasoline and in the name of energy conservation, it also seems more reasonable for one faculty person to undertake the journey to El Centro than for twenty or more students to travel to San Diego.

#### School of Nursing:

The Philip Y. Hahn School of Nursing is the newest school at the University of San Diego. It began operation in September, 1974 with the admission of 45 students. As its name suggests, impetus for establishing the school came from commitment for a million dollar initial endowment by the late Mr. Philip Y. Hahn, whose wife, Mrs. Muriel Hahn, is currently a USD Trustee. The school was designed specifically to provide baccalaureate education in professional nursing for the Registered Nurse student. To this end, an upper division professional major was established, which admits the qualified



R. N. student as a transfer student in the Junior year.

### B. S. N. Program

Upon the satisfactory completion of a planned program of studies requiring 39 units in the major and 15 units in upper division general education requirements, the student receives the degree, Bachelor of Science in Nursing. The undergraduate curriculum focuses upon the expanded role of the nurse; holistic man's needs for health services, including nursing; the study of man and family in six cultures predominant in the Southwest and Metropolitan areas as a critical variable in providing nursing care; and the health needs of persons in out-of-hospital settings. Education and learning include both theoretical presentations and clinical experiences in a wide variety of health care settings such as schools, nursing homes, clinics, clients' homes, etc.

The 13 students in the first graduating class received the B. S. N. degree in May 1976. Of this first graduating class, 4 have made application for graduate study. In May 1977, 23 students were graduated, of whom seven are already going on to graduate school. One way the resocialization of the registered nurse student to professional status can be evaluated is through the fact that 30% of the alumnae go on to graduate study. Of course, this figure is based on only two classes but the trend seems to be established, and is higher than the national average.

The educational and professional soundness of the baccalaureate curriculum was recognized when the National League for Nursing gave the school initial full accreditation for an eight-year period in May 1976, just in time for its first class to graduate. The significance of the extraordinary action is best understood when one realizes that of the approximately 60 post-RN baccalaureate programs in the country, a mere six are N. L. N. accredited, one of which is at U. S. D.

### M. S. N. Program

San Diego is the nation's ninth largest metropolitan area and was the only one without a graduate program in nursing. Great pressure for a Master's program was exerted by nurses and their employers and by the nursing leadership in San Diego, almost from the beginning of the school's formation. Early in 1975, a committee of nursing service and nursing education administrators, faculty and lay persons was formed by the Dean of the School of Nursing. The purpose of this committee was to assist in the development of a Master of Science in Nursing degree program. The work and deliberation of the Committee resulted in the



proposed curriculum for the M. S. N. degree and culminated in its approval by the Board of Trustees in November, 1976. The first 17 graduate students were admitted in the spring semester, 1977, when two courses were offered. Interest in the program continues high and the total graduate student enrollment in the fall semester 1977 is expected to be 40 students.

The M. S. N. degree program requires 39 units of study, has a thesis or non-thesis option, and focuses on Family Health Nursing. The objectives of the graduate program are the development of leadership capability, and clinical specialty expertise, and beginning preparation as a teacher or an administrator.

### Faculty

The growth of the faculty has been steady, from 3 in 1974-1975 to 8.75 in 1977-1978. Part-time faculty expertise is obtained as the need arises; for example, a medical doctor has been employed one semester yearly to teach a course in Physical Assessment. This year a course in Pathophysiology will be taught by a medical doctor. Other part-timers assist in clinical laboratory supervision, and help to assure the integration of theoretical learning into clinical practice.

### Continuing Education

Another program development of the school has been in Continuing Education offerings. To date the School of Nursing has given one course, Effective Nursing Service Administration, which proved so successful it is being repeated in the fall semester of 1977. Two other courses are scheduled, the Threat of Clinical Death, and a short course on the Nursing Process.

The first Nursing Research Symposium in San Diego County was sponsored by the School of Nursing in May 1977. Three nationally known nurse researchers presented papers. The program was well received with a large attendance. Evaluation was overwhelmingly positive with requests for repetition of similar programs. Hence, the School plans to offer a research symposium annually.

### Student Organization

In September 1975, the Student Nurses became affiliated as a unit with the Associated Student Body of the U. S. D. undergraduate student group. It is expected that the students in the Master's program will also form an organizational unit.



## Kellogg Grant

The W. K. Kellogg Foundation has given basic support of the School, in the amount of about \$200,000, specifically for the development of a fully equipped Independent Learning Laboratory in the new building and for generous personnel support of the basic program. In July, 1977 the Kellogg Foundation agreed to support the Master's program in the amount of about \$155,000 over a three-year period.

## Special Programs

The area of Special Programs has, since the 1972-1973 WASC Case Study Report, enlarged cautiously to include certain kinds of programs as a response to community needs. These are inaugurated in such a fashion that after periods of experience, evaluations may be made to determine whether initial assumptions were correct: that these were needed and serve a real community function, and that they are academically and financially viable.

An Evening College instituted in January 1975 offers five under-graduate majors entirely at night, with a variety of offerings in other areas of study which require some daytime attendance. Since USD became the first accredited four-year school in San Diego to provide baccalaureate programs entirely in the evening, there is no experiential factor from this area upon which to draw. Growth may be slow for the first few years, until the community is aware of the possibilities, but the opportunity for individuals to complete degrees in the evening while holding a job appears to be genuinely needed. USD envisions this effort as a part-time program for degree-seeking students, and as an enrichment program for those who wish to be with others in their learning process.

During a five-semester trial period, USD undertook to provide under-graduate degree programs on local navy and marine corps bases. The program was phased out in summer, 1976, since enrollments on board bases continued to decline. We attributed this decline to several factors: a growing involvement of two-year institutions; local non-accredited institutions providing programs, often with "pick-up" instructors, and in much shorter time periods; decreasing dollars provided by the services making our tuition too high for prospective enrollees; the influx of out-of-state institutions or of schools from other parts of California whose questionable recruiting and inattention to quality control led to student confusion; and frequent changes in service administrative personnel. USD had attempted to maintain quality control through utilization of the same off-campus courses as



offered on campus, and the use of largely its own full-time faculty off campus.

Through the "Conference Center," a concept rather than a place, two graduate career certificate programs have been instituted in co-operation with the National Center for Paralegal and Development Training. Each program must be self-sustaining and may be adjusted according to the market. The first, the Lawyer's Assistant Program, is a paralegal program for college graduates. It began in the summer, 1975, and was granted provisional approval by the House of Delegates of the American Bar Association on February 22, 1977, following campus visitation by an ABA team. The program trains the paraprofessional to undertake many tasks in serving a client's needs which can be performed by a trained non-lawyer assistant, working under the direction and supervision of a lawyer. Through classroom instruction and clinic work, students are taught by a faculty of lawyer-teachers, and are given much assistance in pre-employment orientation. The program consists of 12-week sessions offered on campus. Our contract with the National Center for Paralegal Training, Inc., provides for full academic and fiscal control by USD, in complete accord with WASC policy in such matters. Faculty and staff for the program are USD employees.

The second graduate career program, in Fund Raising Management, is offered in conjunction with the same organization as the paralegal program. Offered for the first time in summer, 1977, this program, also for college graduates, and of 12 weeks duration, trains individuals for fund raising management, concentrating in special areas of interest such as Hospital and Health Care Financing, Educational Fund Raising, and Religious, Cultural, and Community campaigns. Each program provides a placement service to students - not a guarantee of employment, but serious efforts to place students.

A third certificate program is being instituted in the fall semester, 1977, an Historic Site Archaeology Technician training program to provide background in an area of environmental impact consulting. This is viewed as a part-time program for college graduates already working in the field, or who wish to become involved in historic site work. The program will be offered largely through the department of history, which has been successful in obtaining a number of historic site grants. It will involve student work in the community at the Spanish period Mission San Diego; in Mexican Old Town, a State Park; and in the Gaslamp District of downtown San Diego. The historic preservation work is co-operatively arranged for, by both public and private funding.

Under the aegis of the Conference Center, a series of programs, either for extension credit or for no credit, are designed to reach other segments of the community. These may be workshops, seminars, week-end programs. Some are offered by USD faculty, others by individuals from the surrounding community with expertise; some may be offered



in coordination with other universities such as UCSD. From USD's standpoint these kinds of programs are important in order to meet special community needs, to further education for those seeking upward mobility, and to accommodate those who may utilize extension credits for promotion or pay increments. The largest program, which began in fall 1975, provides a certificate to individuals completing 18 units of specified coursework in religious education. The extension units are not utilized for academic degrees, but for diplomas. This certificate program is a joint effort between the Catholic Diocese of San Diego and the University of San Diego, providing education to assist the Diocese in the renewal and upgrading of teachers in the CCD (Confraternity of Christian Doctrine) religious education program. USD approves all curriculum and faculty selection. Other programs in the Conference Center include such areas as "Women and Ministry," "Historic Site Archaeology," in-service training for teachers at their schools, and a variety of courses on poetry, the ocean, art, etc. - all self-sustaining. All academic units on campus including the professional schools of Business, Law, Education, and Nursing have cooperatively provided programs under this banner.

### III. UNIVERSITY LIBRARY

#### Library Merger

At the time of the WASC Team visit in early 1973, the physical merger of the two undergraduate libraries (College for Men and College for Women) had not yet taken place. During the academic year 1972-1973, the Camino Library (former College for Women library) was expanded and renovated to accommodate the combined operation. In September, 1973, a single University Library, named the James S. Copley Library, opened its combined collection and services to the University community, serving the undergraduate and graduate programs in the College of Arts and Sciences, School of Education, and School of Business Administration. In 1974, the Hahn School of Nursing and Allied Health Sciences was established and additional book funds provided to build support for the School's programs.

The merging of libraries provided an opportunity to reorganize staff positions, professional and non-professional, keeping uppermost in mind the service aspect of the operation. Technical procedures in all areas were examined with a view to economy and efficiency. Under the University Librarian, the two key professional positions established were Heads of the Division of Public Service and Division of Technical



Services. A fourth professional librarian was added to serve as periodicals librarian in the Public Services area. Library Assistant positions, between clerical and professional levels, were created and have been filled by University graduates holding a minor in library science, thus upgrading the quality of library service and accountability. One of the Library Assistants, who has had a considerable number of units in education as well as a subject B.A. and library science minor, has been given special responsibility for maintenance of the Curriculum Center. The chart on the next page indicates library staffing.

The merging of the two collections necessitated the correction and combining of all records and catalogs, elimination of unnecessary duplications to conserve space, and some recataloguing. This process continues slowly, interrupted by attention to current materials, which take priority in processing. However, all library records have been reorganized. The public catalog, shelflist and official catalogs have been interfiled. The author-title catalog is a union catalog listing material available at the Law Library. A separate catalog for retrospective Law Library holdings is available and is being interfiled, but is not yet completed. All periodicals have been inventoried and a holdings list is available at both the Circulation Desk and the Periodicals Desk. Efforts are continuing to fill in broken periodical runs with hard copy or microfilm. Titles available at the Law Library will also be listed.

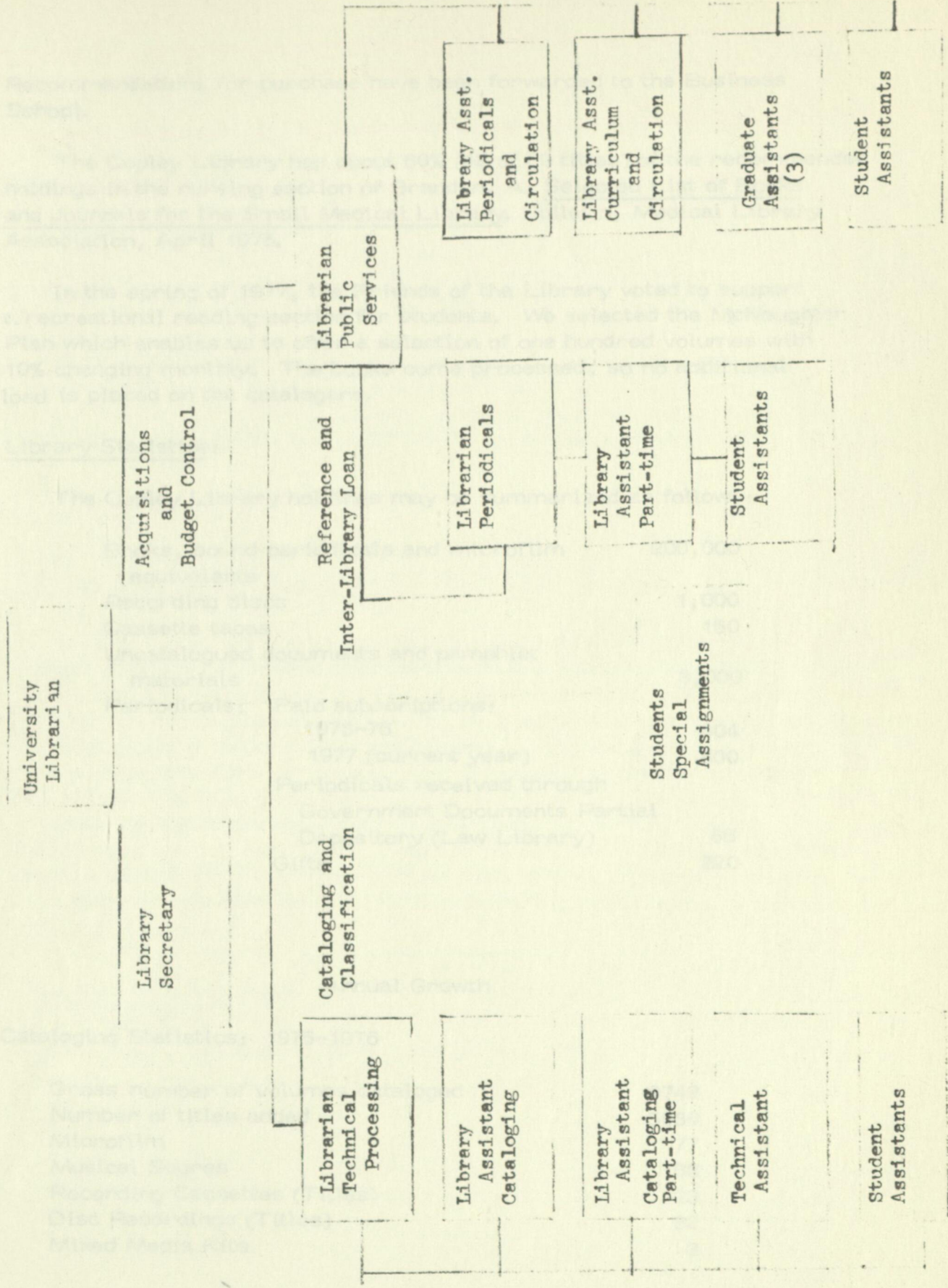
#### Collection Building and Evaluation:

Collection building is the joint responsibility of the faculty and the University Librarian. An acquisitions policy has been adopted, upon the recommendation of a Senate Committee, and guidelines have been worked out for the allocation of book funds among the Schools and departments.

For the College of Arts and Sciences, the library staff is working with Books for College Libraries, ALA, 1975, checking entries against USD holdings, seeing what titles the Copley Library does not have which are in print, and, after consulting the department chair, ordering these titles as funds are available. We have 75% of the approximate 2000 recommended titles in Choice, Opening Day Collection, 3rd ed., 1974. Of the remaining 25%, some are subject areas not applicable to our educational program (i. e., engineering).

For the School of Business Administration, the library utilizes Harvard Business School, Baker Library, Core Collection 1976-77, which lists 3398 titles of which we have 1464 (43%) and 199 (6%) are on order. Eighteen per cent of the remaining titles are out of print.







Recommendations for purchase have been forwarded to the Business School.

The Copley Library has about 60% (42 of 69 titles) of the recommended holdings in the nursing section of Brandon, A. Selected List of Books and Journals for the Small Medical Library, Bulletin, Medical Library Association, April 1975.

In the spring of 1977, the Friends of the Library voted to support a recreational reading section for students. We selected the McNaughton Plan which enables us to offer a selection of one hundred volumes with 10% changing monthly. The books come processed, so no additional load is placed on the catalogers.

#### Library Statistics:

The Copley Library holdings may be summarized as follows:

Books, bound periodicals and microfilm equivalents	200,000
Recording discs	1,000
Cassette tapes	150
Uncatalogued documents and pamphlet materials	3,000
Periodicals: Paid subscriptions:	
1975-76	604
1977 (current year)	800
Periodicals received through Government Documents Partial Depository (Law Library)	86
Gifts	220

#### Annual Growth

#### Cataloging Statistics: 1975-1976

Gross number of volumes cataloged	6742
Number of titles added	5036
Microfilm	77
Musical Scores	163
Recording Cassettes (Titles)	23
Disc Recordings (Titles)	32
Mixed Media Kits	3



The library budget for books and periodicals shows marked annual increases over the past four years, with the cumulative increase amounting to over 43%.

Books and Periodicals:	1973-74	\$ 66,750
	1974-75	75,218
	1975-76	80,000
	1976-77	95,563

The integration process in the University Library is complete. The problem now is not how to integrate what is past, but how to plan for the future, with ever-increasing holdings beginning to fill up all the available space allotted in the 1972-1973 expansion and remodeling.

#### IV. ENROLLMENT OVERVIEW

In the nearly five-year period since the 1972-1973 Case Study Report to WASC, the head count enrollment of the University of San Diego has risen about 33%, including the School of Law. Excluding School of Law enrollment (which the University has been holding for several years at around 950), the percentage increase in head count has been nearly 45%. The most expeditious way to present an enrollment overview is to give statistics for the following categories: Opening fall semester head count enrollments for undergraduates, graduate students, and law students for 1972-1976; annual average FTE student enrollments for 1972-1973 through 1976-1977; undergraduate admissions statistics for fall, 1973 through fall, 1977 (August, 1977 ongoing statistics).

		<u>Under-graduate</u>	<u>Graduate</u>	<u>Law</u>	<u>Total</u>
<u>Opening fall enrollment:</u>	1972:	1370	269	877	2516
(headcount)	1973:	1352	264	902	2518
	1974:	1599	295	942	2836
	1975:	1727	412	969	3108
	1976:	1984	386	979	3349
<u>Annual average FTE</u>	1972-73:	1145	154	777	2076
<u>students:</u>	1973-74:	1116	158	778	2052
	1974-75:	1310	172	817	2299
	1975-76:	1434	225	846	2505
	1976-77:	1658	218	855	2730



Undergraduate Admissions Statistics for Entering Students, Fall  
1973 - Fall 1977:

	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u> (August 19)
<u>Applications:</u>					
Freshman	862	955	919	1191	1478
Transfer	<u>379</u>	<u>484</u>	<u>453</u>	<u>504</u>	<u>501</u>
Total	1241	1439	1372	1695	1979 (as of August 19)
<u>Accepted:</u>					
Freshman	668	756	730	879	999
Transfer	<u>267</u>	<u>372</u>	<u>348</u>	<u>408</u>	<u>408</u>
Total	935	1128	1078	1287	1407 (as of August 19)
<u>Enrolled:</u>					
Freshman	354*(421)	433*(483)	403*(483)	498*(574)	-
Transfer	<u>176</u>	<u>326</u>	<u>330</u>	<u>273</u>	-
Total	530	759	733	771	-

\*This figure does not represent the number of freshman students in the respective fall semesters, but rather the number of new freshmen entering in September. The figure in parenthesis following the asterisk gives the fall semester head count for freshmen.

## V. DEVELOPMENTS IN ADMINISTRATIVE AREAS AND SUPPORT SERVICES

### Policy Formation

During the several years preceding the 1972 merger of two previously separate institutions, faculty and administrative groups had worked to revise institutional policies in areas where none existed. In the nearly four years since the merger, this policy formulation process has continued more or less systematically.

The most important of these policies was a comprehensive Appointment, Reappointment, Rank, and Tenure Policy approved by the Faculty Senate in February, 1973 and by the Board of Trustees, with minor revisions, in February of 1974.

In August of 1973, the University Cabinet requested that policies be developed by appropriate groups with respect to the following issues:

Faculty Leave of Absence Without Pay (including Child-Bearing and Child-Rearing Leave)

Administrative Leave of Absence With Pay (Sabbatical) and Without Pay (Sabbatical Leave Policy for faculty already in effect)

Policies on Faculty and Administrative Office Hours

Nepotism

Retrenchment

Affirmative Action



Library Budgeting Procedures for Fund Allocation to Schools/  
 Departments  
 Role of Department Chairmen

All of these policies or procedures have been formulated, approved by appropriate groups, and included in suitable publications, usually the Faculty Handbook. The Retrenchment Policy and Administrative Sabbatical Policy have been officially adopted by the Board of Trustees within the past two years.

Educational Development Center:

The Educational Development Center continues to provide academic, vocational, and personal counselling. All freshman academic advising is accomplished by faculty preceptors, as noted earlier in the description of the Preceptorial portion of the General Education program. However, the staff of the Educational Development Center visits each Preceptorial early in the semester and offers in-depth assistance in choosing college majors, developing study skills, and in career planning. Since the WASC Case Study Report in 1972-1973, an Office of Career Counseling and Placement has been added to the Division of Academic Services. Thus we are now able to link early academic advising with long-range career goals. During 1977-1978, two professionals will share the one position of Director of Career Counselling and Placement.

Admissions and Financial Aid:

The Admissions and Financial Aid Offices were among the first to be joined, early in the program of cooperation prior to the 1972 merger. Both of these have expanded since the 1972-1973 year, to keep up with increasing numbers of students and programs. The Admissions Office now has a Director, an Assistant Director, three full-time Admissions Counselors, and one full-time Transfer Counselor (who is also responsible for recruiting non-traditional students). Two years ago, the Director of Financial Aid was given a full-time Assistant Director to maintain the burgeoning workload of this office. Among new financial aid programs since 1972-1973, in addition to broader eligibility for BEOG funds, are the Catholic Leadership Scholarship program; phasing in of Women's Intercollegiate Athletic scholarship programs in tennis, volleyball, and basketball; increased assistance in Men's Intercollegiate Athletics because of the taking over by the University of the club football program and the expansion of intercollegiate men's tennis; expansion of Graduate Assistantships and of outside-funded scholarship programs. Neither Admissions nor Financial Aid retains any vestige of the former division of the programs for men and women. Except for the School of Law (which is a little over three-fourths male), the University of San Diego's undergraduate and graduate programs remain consistently about half men and half women, with



statistically insignificant variations from year to year.

In addition to the Federal, State, and Institutional programs handled by most Financial Aid Offices, on-campus student employment, off-campus student employment referrals and student loan collections are coordinated within the Financial Aid Office. A Student Loan Clerk is being added to the staff in September in recognition of the emphasis being placed in the area.

The Financial Aid Program has grown in scope and volume as our student body has grown. Approximately 51% of the student body, exclusive of the School of Law, share in programs now at these approximate levels:

	<u>1977-1978</u>
NDSL . . . . .	\$ 100,000
BEOG . . . . .	285,000
SEOG . . . . .	104,000
CWSP . . . . .	164,000
USD Scholarships and Grants . . . . .	274,800
USD Work Opportunity . . . . .	18,450
California State Scholarship and COG . . . . .	900,000
Federally Insured Student Loans . . . . .	400,000
United Student Aid Fund . . . . .	20,000
Private and Restricted Scholarships . . . . .	70,000
University Tuition Waivers . . . . .	3,200
Graduate Assistantships . . . . .	28,500
Graduate Fellowships . . . . .	27,340
Athletic Grants-in-Aid . . . . .	165,000
Religious, Clergy, and Seminarian Discounts . . . . .	82,600
Faculty/Staff Tuition Discounts . . . . .	97,400
Resident Assistant Program . . . . .	20,800
University Service Grants . . . . .	<u>10,000</u>
 TOTAL . . . . .	 \$2,771,090

In addition, 172 veterans are in attendance (exclusive of the School of Law) and are receiving assistance.

### Student Affairs

Since 1972, the University has developed an integrated Student Affairs staff which is divided along functional lines. The overall responsibility of the Dean of Students includes advisement of students, student government and activities, housing, food service, athletics and recreation, health service, student discipline, and special events. Each functional area listed above is the responsibility of one or more staff persons. The philosophy of student affairs is based on the concept of student development wherein we view the environment as a laboratory of learning, and we strive



to maximize opportunities for development, thereby integrating and complementing the instructional programs of the University. Our commitment to the development of the total person is evidenced by the variety of programs intended to stimulate growth of the intellectual, social, spiritual, recreational, and physical dimensions. Because of the small size of the University, a real emphasis has been placed on developing community wherein students come to recognize that they are the University.

Campus Ministry is a well-integrated student activity. This includes weekend retreats, penance services, educational programs, and daily Mass. There are opportunities for involvement by students of all faiths.

### Student Government

The merged Associated Student Body has functioned effectively during the past five years. For the past two years, the ASB has sponsored a training and goal-setting workshop with the University administration. The objectives of this workshop are to develop mutual goals and to integrate the efforts of student government with the goals of USD. The results have been positive and have contributed substantially to our community building efforts. The programs conducted by the ASB include cultural events, speakers, social affairs, yearbook, newspaper, and recreational activities.

The problem of the pre-merger ASB debt and finances has been well managed. The debt has been reduced by more than half -- from \$45,000 to \$20,000. A plan has been developed wherein the administration and ASB have undertaken some project each year to improve the University and simultaneously reduce the debt.

### Housing

Since 1973, housing services have been centralized under the Director of Housing who reports to the Dean of Students. The residence halls occupied at the time of merger are still being used along with the addition of one more floor in De Sales Hall. Currently, these halls -- Camino, Founders, De Sales -- house approximately 500 students. In 1974, the University purchased two apartment complexes adjacent to the Sports Center which are used as housing for 220 undergraduates. The Graduate Center houses 80 graduate students in apartments.

Under the Director of Housing each unit is staffed with at least one professional live-in head resident. The residence hall system has a Director of Programs, a live-in position, who has the responsibility for the personal, social, and educational aspects of residential life. The underlying philosophy for residence life is to develop a community of residents aware of the needs and rights of others.



## Campus Programs

Since the fall of 1973, both the quality and quantity of campus programs has greatly increased. Because of well trained, efficiently organized, and fiscally responsible student government, student interest and participation in ASB sponsored events is high. Attendance at traditional student social activities such as the Homecoming, ASB Ball, boat dance, hayride, informal on-campus dances is generally at capacity.

New programs include:

- a) a highly expanded Speakers Program which has attracted attention of the local community and neighboring colleges;
- b) the Lark or USD Coffee House, begun in 1973 and now offering professional weekend entertainment to students on a regular basis;
- c) a Concert Series -- featuring pop and jazz artists playing to capacity audiences in Camino Theatre;
- d) a Cultural Arts Board whose purpose is to bring classical dance and music groups to campus as well as to arrange for tickets and transportation for USD students to cultural events off campus;
- e) an expanded and highly successful Orientation program which has commuter students live on campus for two days with the resident students.

Interest and participation in Greek life has grown in the past four years. Membership in Tau Kappa Epsilon and Phi Kappa Theta has increased. A new fraternity, Lambda Chi Alpha, colonized in 1977 as well as USD's first sorority, Alpha Delta Pi.

In 1974, the office of Special Events, responsible for all University non-academic scheduling, was incorporated into the Student Affairs division. The placement of this office has facilitated coordination of ASB events with University-wide events. Likewise, the formation of the ASB Program Board in 1975 has helped coordination of activities sponsored by some of the various organizations mentioned above. This group likewise functions as an idea and program generating source.

Other plans include development of a leadership course for students, workshops in values clarification, sexuality, health and hygiene, alcohol and drug use and abuse.

## Recreation

The University of San Diego Recreation department began in the fall of 1973 with the intention of offering the students, faculty and staff an alternative to spectator sports -- a chance to participate in competitive and non-competitive recreational activities that would relieve the tensions,



anxieties, and frustrations that are often inherent in the educational process.

In order to determine the recreational needs of the USD community, a yearly interest poll has been taken for each of the last four years, the results of which have acted as a guideline for the planning of recreational activities, intramurals, facility additions and scheduling, and recreational activity classes.

The original recreation office was headed by a Coordinator of Recreation who programmed the recreational needs of the USD community with the assistance of part-time work-study students. Since 1973, well over twenty work-study student aides have been added along with two student coordinators of intramurals under the direction of a Director of Intramurals. From the small intramural program that existed prior to 1973, an enormous, wide-ranging program has developed that reaches over 1100 students per semester compared to the original 200. From an intramural program that originally provided an outlet for men exclusively, a well-balanced coed program now meets the recreational needs of the entire campus.

In 1973, one non-credit P. E. class existed along with credit available for intercollegiate sports participation -- now over 40 recreational activity classes (also determined by poll) are available to the students for credit or audit. Participation in the classes has risen from the original 20 to well over 700 students, faculty, and staff per semester. Participation in recreational activities has also increased dramatically over the years. Such activities include: camping outings, ski trips, sports clinics, recreational clubs, etc., very little of which was available to the USD community prior to the opening of the recreation office in 1973.

The facilities are now used jointly for intercollegiate athletic teams and recreation. Facility additions and upgrading have taken place during the past few years to meet the recreational needs of the campus community. A softball field, large multi-purpose field, intramural gridiron, sandlot volleyball courts, locker room, equipment room, and new shower rooms have been added this past year.

The intercollegiate athletic programs include men's football, baseball, golf, tennis, and basketball. During the past three years, women's tennis, volleyball, and basketball have been added to give the University a well-rounded program. During this time, the intercollegiate teams have been national champions in men's tennis and fourth in the nation in small-college women's volleyball.

According to follow-up questionnaires and verbal feedback, the students are pleased with the recreational services provided on campus. Continual upgrading and revamping will take place to assure that the entire USD



community will have the opportunity to enjoy their leisure time constructively.

### Student Health

The Student Health Service is an ambulatory out-patient facility serving all students. The program is student oriented with particular emphasis on prevention of disease and maintenance of good health. In the fall of 1977, a course in Health will be taught by the University health physician through the Biology department.

During 1976-1977, a study was made of the Health Service to determine the scope of the service which should be provided. As a result of this study, the hours of the doctor and nurses have been increased to allow the Service to be available sixty hours per week.

The major goals of the health service are the provision by a competent staff of the best possible primary medical care, minimizing the impact of lost time for illness.

### Future Thrust

Our most pressing need is for more student housing. A request for funding for a new residence facility for 250 students has been submitted to HUD. If HUD funds are not available, alternate sources of funding will be sought. A future direction for residence halls is to develop a faculty in-residence program to allow for more adult role-models. Future plans include upgrading the effectiveness of staff and more extensive involvement with the development of student government and organizations.

## V. THE UNIVERSITY SENATE

When the WASC Evaluation Team visited the University of San Diego early in 1973, the Faculty Senate, combining the faculties of the College for Women and the College for Men, had been in operation for a year and a half, even prior to the merger. Hence, the need for integration of the two institutions took a different form in this area than in most others. Though the Faculty Senate was effective in many areas of its operation, it could not speak for the total USD faculty, since the School of Law was not part of the Senate. Two of the three units forming the Senate, namely, the Schools of Education and Business Administration, were expanding and they became increasingly restive with the fact that their curricular and other recommendations had to be submitted to a group with a heavy majority of College of Arts and Sciences faculty. The establishment of the Hahn School of Nursing and Allied Health Sciences in the fall of 1974 created a



situation where there were three faculty "voices" -- Faculty Senate (Business, Education, and Arts and Sciences), Law, Nursing -- to be heard and integrated in policy recommendations to the President or the Board of Trustees.

On November 20, 1974, President Hughes sent to the total faculty a Memorandum which read, in pertinent part: "Since my arrival at the University over three years ago I have been concerned that there has been the absence of a single body which would serve as a source for collective thought and expression about all matters pertaining to academic and faculty affairs. The University's faculty is currently divided into factions, none of which is representative of the total faculty and none of which directs its attentions to the total faculty concerns. Accordingly, I am appointing a special ad hoc committee to recommend to me, the formation of a University-wide Faculty Senate or University Senate which will include representatives of all academic units of the University . . . The proposed faculty organization would provide for maximum autonomy to the individual schools and colleges, but at the same time provide for the coordination of efforts and consistency of policy at the University level." The special committee consisted of twelve faculty members from the five Schools/College, plus the Provost representing the President.

This special committee worked from December, 1974 through December, 1975, sponsoring two Referendum/Comment questionnaires (in June and October) on several drafts of the Constitution. The President's Office asked for a final referendum in December, 1975, with over four-fifths of the faculty approving the Constitution. In January, 1976, the new all-University Senate was put into effect, with the directive that implementing By-Laws should be drafted during the spring semester, 1976. The Senate met, elected its officers and Executive Committee, and has been engaged since spring, 1976 in the process of developing By-Laws for the new group. The lack of operational by-laws and procedures has hampered the ability of the Senate to deal with University-wide matters within its jurisdiction. It is to be hoped that the 1977-1978 academic year will bring a speedy resolution to this problem. In the meantime, many matters which would have been dealt with by the former Faculty Senate have been decentralized to the Schools/College, under whose jurisdiction all appropriate matters will remain.

## VI. THE FINANCIAL PICTURE

### Background:

In their report to the Senior Commission in the spring of 1973, the WASC Evaluation Team described the financial picture in terms which identified this area as the most critical problem at USD. Because of this,



and because of the belief of USD's Accreditation Liaison Officer that , though not specifically identified as such, this serious concern was probably the fundamental reason for the Senior Commission's request for an Interim Report at the end of three years, the financial area was dealt with in some detail in that Report and will be so treated here as well. In order to show the background against which this portion of the report is being written, the comments of the 1973 Team are reproduced here:

The most serious problem facing the Administration, however, in terms of resources to support the educational task of the institution, is the obviously uncertain nature of the University's finances. The financial situation at the University is currently critical. The institution is largely (75%) dependent on tuition and is in debt. It is now operating on a nearly balanced budget because of budgetary restrictions and expenditure curtailment. Fortunately, some of the debt, about three millions, is to the Catholic Diocese of San Diego and the Society of the Sacred Heart with favorable, interest-free repayment terms. The University urgently needs additional revenue and, of course, financial reserves and endowment funds.

Inasmuch as the University has room to accommodate twice as many more students than it now has with only minor modifications to its present facilities, a substantial increase in its enrollment plus other sources of current income could help to solve the financial problems.

The University has recently instituted a "Development Program" that has begun to demonstrate good results. The institution through this program hopes to build up a substantial endowment and to solicit appreciable amounts of unrestricted gifts annually. The outlook is encouraging; the potential seems to be present. The Committee's central finding, however, is that at present the financial situation of the University is uncertain and the continuing resolution of its fiscal problems is imperative.

To which the University responded in its own comments on the Evaluation Report:

The comments on the University of San Diego's financial situation, while valid as far as they go, are misleading because there is little indication of the radical redirection of the University's operating deficit of over \$800,000 in the year ending June, 1970, decreased by \$300,000 during the following fiscal year, and by another \$200,000 during the 1971-1972 fiscal year . . . Thus, within a brief three-year



period, the University shifted from a position of loose budget controls and accountability to a system of strong internal controls and financial responsibility.

#### Financial Statements:

The table on the next page presents USD Operating Statement Comparisons for the Fiscal Year 1971-1972 through 1975-1976. These figures are drawn from the Audit Reports by Touche Ross & Co. Fiscal year revenues have increased from 4.8 million to 9.0 million primarily as a result of increased student enrollment and higher tuition fees. Current fund fiscal year operations have significantly improved from a year-end deficit of \$415,000 in 1971-72 to a surplus of \$428,000 in 1975-1976. This surplus reduced the unrestricted current fund deficit from \$1,810,760 to \$1,351,581. Included in 1975-76 current fund expenditures were debt service payments of \$291,107 and capital expenditures of \$130,536 for improvement and replacement to physical plant.

Touche Ross & Co. has issued an unqualified opinion on the University's financial statements for the years ended August 31, 1975 and 1976. The exception taken in prior years as to the book value of plant fund assets has been removed.

The financial health of the University continues to improve in many areas including additional student enrollment, reduction of current fund deficit, and increase in endowment fund balance. In each year's current operating budget funds are included to reduce systematically all outstanding liabilities. The healthier financial situation has enabled the University to move from 7-8% salary and fringe benefit increments in the early years of the comparison period to over 12% compensation increase for the current year. For 1977-1978, USD has already issued faculty contracts reflecting more than a 12% increase in compensation for the second year in a row.



### Operating Statement Comparisons: 1971-1976

	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
<u>Unrestricted Revenues</u>					
Unrestricted Current Fund	3,394,035	3,871,074	4,331,729	5,389,436	6,675,200
Federal Grants	110,443	99,302	115,338	91,056	156,577
Private Gifts	286,140	224,500	347,508	261,406	434,267
Other	<u>1,039,354</u>	<u>1,068,095</u>	<u>1,295,480</u>	<u>1,550,219</u>	<u>1,751,744</u>
Total Revenues	4,829,972	5,262,971	6,090,055	7,292,117	9,017,788
<u>Unrestricted Expenditures</u>					
Educational and General	4,244,163	4,602,529	5,164,299	5,940,944	7,230,954
Auxiliary Enterprise	730,318	683,479	837,518	992,973	1,338,468
Other	<u>271,453</u>	<u>96,662</u>	<u>173,535</u>	<u>327,188</u>	<u>20,199</u>
Total Expenditures	<u>5,245,934</u>	<u>5,382,670</u>	<u>6,175,352</u>	<u>7,261,105</u>	<u>8,589,621</u>
Net Increase (Decrease)	<u>(415,962)</u>	<u>(119,699)</u>	<u>(85,297)</u>	<u>31,012</u>	<u>428,167</u>

The table below presents Balance Sheet Comparisons for the past five years. Combined fund assets have increased approximately \$3,600,000 and now amount to \$33,043,000. The University has an established credit line of \$1,000,000 with the Bank of America. The average credit line draw in 1975-1976 was approximately \$487,500. For 1976-1977 this figure is expected to decrease to around \$22,000.

### Balance Sheet Comparisons: 1971-1976

<u>Assets</u>	<u>9/1/72</u>	<u>9/1/73</u>	<u>9/1/74</u>	<u>9/1/75</u>	<u>9/1/76</u>
<u>Unrestricted</u>					
Current Fund	567,967	607,217	691,732	444,687	1,146,622
Endowment Fund	510,756	493,744	495,733	566,005	597,726
Plant Fund	28,379,864	28,757,205	28,886,232	29,525,576	31,298,332
Combined Funds	29,458,587	29,857,166	30,073,697	30,536,268	33,042,680



	<u>9/1/72</u>	<u>9/1/73</u>	<u>9/1/74</u>	<u>9/1/75</u>	<u>9/1/76</u>
<u>Liabilities:</u>					
Notes Payable	\$ 4,063,948	\$ 4,203,948	\$ 3,793,948	\$ 4,135,003	\$ 2,727,823
Bonds Payable	-	-	-	-	2,860,000
Trade Accounts Payable	305,063	469,698	761,859	589,977	787,051
Deferred Revenue	533,993	838,803	1,231,700	1,448,904	1,626,320
Current Fund Cumulative	(1,660,158)	(1,725,463)	(1,810,760)	(1,779,748)	(1,351,581)
Average Credit Line Draw	N/A	N/A	484,250	615,000	487,500
Total Assets	<u>29,553,613</u>	<u>29,981,341</u>	<u>30,208,533</u>	<u>30,905,691</u>	<u>33,491,820</u>
Total Liabilities	\$ 4,921,689	\$ 4,566,860	\$ 4,555,807	\$ 4,505,645	\$ 6,548,368

Investments:

Investments at August 31, 1976 are as follows:

<u>Current Funds:</u>	<u>Market Value</u>
Pooled Investments	\$ 361,931
Land and Buildings	16,640
	<u>\$ 378,571</u>
<u>Endowment Funds:</u>	
Pooled Investments	\$ 137,284
Land and Buildings	94,772
	<u>\$ 232,056</u>
<u>Unexpended and Debt Service Fund:</u>	
Government Securities	\$ 262,452
	<u>\$ 873,079</u>

Since August 31, 1976, the market value of the stocks and bonds portfolio has increased approximately \$58,000.

The portfolio of the University is under the custodianship of the Bank of America Trust Department. L. F. Rothschild and Company serves as financial advisor, working closely with the Finance Committee of the Board of Trustees and the University Administration.



### Bond Issue:

The University marketed a tax-exempt bond issue in June 1976 through the California Educational Facilities Authority for \$2,860,000. The proceeds have been or are being used for long-term financing of student apartments adjacent to the campus, acquired in the fall of 1974 to accommodate the increasing resident student enrollment; refinancing of facilities improvement projects completed over the past three years, including Copley Library and the Law School Library; and a facilities improvement program, including dormitory renovations, classroom and faculty office renovations, exterior painting and roofing of campus buildings, parking lot redesign and expansion, energy conservation program, and recreation facilities renovations and expansion. The section on Physical Facilities provides more information on these improvements.

### Computerization:

The University acquired a National Cash Register-101 computer and completed its installation in January, 1976. Accounting functions of accounts payable and the general ledger, payroll, and student registration and admissions systems have been programmed on to the computer, to be followed by student accounts receivable.

## VII. PHYSICAL FACILITIES

In the five years since merger, the University of San Diego has undertaken numerous renovation, remodelling, and expansion projects to render University facilities more appropriate for a unified institution and to enhance the educational quality of an expanding academic enterprise. There have been and are three basic funding sources for the improvements to USD's physical facilities: grant funds, CEFA (California Educational Facilities Authority) funds, and current operating funds.

As already noted, one of the early remodelling projects involved expansion of the former College for Women library to accommodate the collections for the Schools/College of Arts and Sciences, Education, Business Administration -- and, from 1974 on, Nursing. The former College for Men library building was remodelled to house the library and some faculty offices for the School of Law. During the current year, CEFA funds paid for lighting improvements in the Copley Library.

New or improved facilities are being provided for all four of the University's professional schools and for many departments of the College



of Arts and Sciences, as well as for several of the University's service areas. A small building on the east end of campus, owned by the University but on loan to the diocese for the past few years, has been completely remodelled and renovated and now houses the School of Business Administration. Business donors and private gifts are making possible the furnishing of the facility, as well as covering some of the construction costs. Funds are currently being sought for the furnishing of a Case Study room, and, eventually, for an addition to the present building, which houses all administrative and faculty offices and five classrooms or seminar rooms. The School of Education has just moved into larger quarters at the east end of De Sales Hall, and the Department of Behavioral Sciences now occupies the renovated area formerly housing the School of Education. Remodelled facilities in Serra Hall have made space for the Philosophy and Mathematics departments, while additional offices will be added early this fall to the area occupied by Religious Studies. All of these moves are part of a three to five year plan allowing for some expansion of departments or Schools in their new locations. Although the School of Law is not being visited by WASC, it might be appropriate to add that extensive construction on the top floor of Law's main building (the area formerly occupied by the law library) is creating a new courtroom complex designed as a model of the first U. S. Supreme Court, along with a Legal Services Center for the clinical programs, some offices, and several large classrooms.

Simultaneously with these projects, USD has been planning a new building for the School of Nursing. The need for an appropriate educational facility to house the academic programs and personnel of the School became readily apparent from its opening. In March, 1975 a grant was submitted to the Division of Nursing, Bureau of Health Manpower, U. S. Public Health Service, Department of HEW, for federally assisted support for the construction of an instructional facility to house the School of Nursing. The project was approved in the amount of \$1,080,216 and placed on the active funding list in June, 1976. The partial matching funds required for the project were provided by the Philip Y. Hahn Foundation. Construction of the new building will doubtless be under way when the visiting team is here, since it is scheduled to be in September, at a site directly across from Founders Hall and overlooking Mission Valley. The new facility is designed to conform with the architectural style of existing buildings. It will house modern administrative and instructional facilities, a meeting hall, classrooms, seminar rooms, independent learning laboratory, reading and conference rooms, and offices. Estimated date for occupancy is June, 1978.

Remodelled facilities have been provided or are planned for several administrative and instruction-related areas as well. Admissions and Financial Aid now occupy new quarters in Serra Hall, near the Dean of Students' office, providing for these critically important services areas which are both more accessible and more attractive. CEFA funds are budgeted to build a storage warehouse and to move Physical Plant shops



and offices to the west end of De Sales Hall. This move, hopefully in the late fall of 1978, will free space for USD's planned Media Center, which will house academic computing facilities, multi-media rooms, video-tape rooms, a statistics laboratory, carrels for independent learning experiences, and a production room.

CEFA funds are making possible other much-needed projects. New window coverings, new or upgraded blackboards, painting of classrooms, provision of new desks, chairs, and drapes for faculty offices are creating a more suitable learning environment. The most noticeable of the buildings and grounds projects are the re-roofing, new parking lots, the surfacing changes to accommodate handicapped students, the repainting of building exteriors that has begun and will continue during the year, and the re-routing of the main campus road, Marian Way, at the east end of campus. Sports Center facilities which have been upgraded include a softball field, utility field including a running track, soccer courts, stadium erosion control, and new configuration of showers, locker rooms, and auxiliary areas. Several years ago, gift funds made possible the grading of a new baseball field, and during the past year, the San Diego Padres management built new stands for spectators behind home plate.

In spite of all these improvements, there are still areas which need attention. The 1973 WASC Evaluation Team commented that the "facilities for the sciences are barely adequate." While there has been some upgrading since that time, a number of critical comments made in the Report of four years ago continue to apply. Both Biology and Chemistry are split between fairly widely separated buildings; storage space and ventilation continue to be problems; there is still no greenhouse; a psychology laboratory is needed; and the space available for faculty and student research is limited. A plan has been proposed by the science departments for reassignment of laboratories in order to create disciplinary centralization as well as to bring laboratory facilities up to required OSHA standards. There is some CEFA money budgeted for the implementation of OSHA requirements, and the overall plan will receive careful consideration in the months to come in order that funds expended to meet OSHA requirements may be best utilized to improve the learning environment for the sciences as well.

Finally, the University of San Diego's most significant facilities problem at present is a lack of sufficient student housing for an expanding enrollment. Already in the current year, we will be housing a number of new students in a nearby motel partially rented for the purpose. By the fall of 1978, the problem will be critical. Hence, an application has been filed, with preliminary architectural plans, with the federal government for construction funds for a new housing complex. If federal money is not available, other funding sources will be sought. It is hoped that the first phase of the new housing, accommodating about 250 students, will be ready for occupancy by early in 1979. Land near the existing Bahia Loma and University Knolls



apartments, acquired in 1974, has already been purchased as a site for the additional residence complex. In order to maintain flexibility for adjusting to student trends for off-campus and on-campus housing, the apartments (now being utilized as dormitories) will be retained in their present apartment configuration, so that they can be rented out to graduate or upper division students if they are not needed as dormitories.

Longer range building plans include the addition of a University Center to house new dining facilities, conference rooms, a student activities center, and the like; preliminary plans have been drawn, but execution must await availability of funds. Likewise, expansion of the Copley Library by addition of a new wing will be needed within several years. Again, whether the need can be met will depend on USD's capacity to find the necessary financing.

## VIII. DEVELOPMENT AND LONG-RANGE PLANNING

The University of San Diego has embarked on an ambitious new course which will determine its character for the immediate future. The Board of Trustees is leading the way in the development of a comprehensive set of objectives for the University to be implemented during the next ten years. Ever since the merger of the University of San Diego and the San Diego College for Women in 1972, studies have been going forward on how to release the full potential of the University and bring it into a new period of accomplishment and influence.

At its May, 1975 meeting, the Board of Trustees of the University, now numbering 33 members, inaugurated a year-long program to develop a comprehensive written statement to be used as the basis of a major financial effort. Four special Task Forces, each headed by a member of the Board of Trustees and composed of Trustees, administrators, faculty, and students met regularly to make specific plans for the future. In the initial phase of the project, the first of these task forces reviewed the history of the University with specific interest in special accomplishments during the past. The second group developed a general statement of philosophical goals and objectives. The third laid the groundwork for developing an academic blueprint for the next ten years. The fourth will continually monitor the relationship between this blueprint and specific needs to be realized if the blueprint is to be implemented. Mr. Charles Grace, Trustee from Santa Monica, California, is overall Chairman of the effort. As part of the planning process, meetings were also held to discuss specific recommendations for change with faculty, with visiting committees, alumni, business leaders, and other friends of the University.



Out of the discussions in the first phase, there emerged in the fall of 1976 a preliminary case statement descriptive of the goals of the University during the next decade. It includes both philosophy and specific objectives as well as some estimated costs. This statement will be continually changed and up-dated and will serve as a background for major advancement efforts during the next decade.

Supplementary to this planning project the Board of Trustees has pledged itself to Board evaluation and renewal. Members of the Board have reviewed their own participation and have enlisted other key members of the San Diego and California communities to join with them. As a result there have been six additions to the Board during the past two months.

The second phase of the Development/Long-Range Planning project began in February, 1977 as a more formalized long-range planning endeavor at Cabinet level. This process, which will eventually reach all levels of the University, is expected to become a continuous and systematic component of the University's management. It will take between two and three years before the full spectrum of long-range planning activities becomes a normal function at each level.

The Cabinet has devoted many sessions to the consideration of enrollment and personnel projections and policies to 1985. Deliberations have resulted, for example, in a (still tentative) policy of no growth beyond about 5000 students (4000 FTE) unless a major reconsideration is given to USD's mission and nature. Under way also are discussions of the future of the academic programs, along with the process of making more precise the assumptions in the preliminary case statement about the "image" of the University in 1985. Other areas which will receive additional planning attention over the next several years include: student outcomes, faculty development, learning resources, space and facilities, academic support services, student affairs, fund raising, and organizational processes and structures. It is expected that USD's planning structure will be improved by participation in a management project of the Academy for Educational Development. Five officers of the University, including the President and the Provost, will be attending a conference on planning in Chicago in September as part of a Kellogg Foundation sponsored project. Independently we have been developing our own scheme for making operational an annual long-range planning cycle.

## IX. CONCLUSION

It is clear from the foregoing that the University of San Diego thinks, acts, and plans as a single institution, without being hampered by its dual



past -- on the contrary, probably being the richer for it, because of its wider roots. The University's increased academic and fiscal stability is attracting strong faculty and larger numbers of students, as well as increasing financial and psychological support from the local community. USD is a sounder institution than it was in 1973.



